



# Skyridge Elementary School

## 2012-2013 School Accountability Report Card

### Principal

*Jenn Lewandowski*

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CDS Code: 31-66787-6109680

### Auburn Union School District

255 Epperle Lane  
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### District Administration

*Laura Grassmann*  
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Interim Superintendent

*Monica Williams*  
Chief Business Official

*Vicki Van Steenberg*  
Director of Special Education

*Stanley Brandl*  
Maintenance &  
Operations Manager

*Diane Brooks*  
Food Services Manager

### Board of Trustees

*Daniel Berlant, President*  
*Lashaun Byer, Clerk*  
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[www.auburn.k12.ca.us](http://www.auburn.k12.ca.us)

### Principal's Message

Skyridge School reflects a commitment that all students can learn and supports all students to be successful. Staff and parents work together to create a positive, encouraging, exciting learning environment to improve all student achievement. Throughout the campus, there is a focus on standards-based education. During the school year, students are recognized for citizenship, academic achievement, responsibility, and attendance. Our staff, teachers, parents, students, and PTC will continue to work together for the advancement of the students in meeting academic, social, physical, and emotional growth. Skyridge displays great teamwork.

### Mission Statement

We provide our students with a rigorous and well-rounded curriculum that challenges students to become self-reliant individuals, critical thinkers and responsible citizens.

### District & School Profile

Auburn Union School District serves the foothill community of Auburn, located 40 miles northeast of Sacramento on the western slope of the California High Sierra. AUSD educates 2,135 students in grades kindergarten through eighth at three elementary schools, a charter school, and an education center.

During the 2012-13 school year, Skyridge Elementary School had 514 kindergarten through fifth grade students enrolled at the school. The table illustrates student demographics.

#### Enrollment by Student Group

2012-13

	Percentage
African American	2.3%
American Indian	1.0%
Asian	3.1%
Filipino	1.0%
Hispanic or Latino	18.3%
Pacific Islander	0.6%
White	73.3%
Two or More	0.4%
None Reported	-
English Learners	12.5%
Socioeconomically Disadvantaged	44.2%
Students with Disabilities	7.8%

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## Discipline & Climate for Learning

Students at Skyridge Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents are informed of school rules and discipline policies through the Parent Handbook, which is sent out at the beginning of the year and the weekly Falcon Flyer. School rules are posted in all rooms and are reviewed with students at assemblies and classroom meetings.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	1	8	6	116	154	92
Suspension Rate	0.2%	1.4%	1.2%	5.6%	7.3%	4.3%
Expulsions	0	0	0	3	1	0
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

## Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, sports, and programs include:

- Jog-a-thon
- Enrichment Classes
- Science Fair
- Skyridge Trekkers
- Skyridge Olympics
- Destination Imagination
- Falcon Fun Fridays
- Art Docent Program
- Morning Mile
- Carnival
- Golf
- Chorus
- Passport to Fun Reading
- Dance
- Band

## Student Recognition

Skyridge Students receive recognition in many different ways. Falcon Feathers are given out when a student goes above and beyond by doing something positive or out of the ordinary during a given school day. Students are also recognized at award assemblies for their academic achievement/improvement and citizenship at the end of each trimester and throughout the school year. Good or excellent attendance is recognized monthly. Reading, running, physical education, attendance, academic achievement and positive leadership are also awarded to deserving students at an end of year assembly.

## Homework

Skyridge Elementary School believes homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned to students on an individual basis by their teachers. The assignments may be nightly, weekly, or for an extended period of time. Nightly homework will never be new work to be learned, but will be a reinforcement of work presented in the classroom. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

## Curriculum Development

All curriculum development in the Auburn Union Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

## Class Size

The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
11	12	13	11	12	13	11	12	13	11	12	13	
By Grade Level												
K	20	19	18	4	5	2	1	1	4	-	-	-
1	24	24	16	-	-	3	4	3	2	-	-	-
2	20	23	16	5	2	3	-	2	1	-	-	-
3	22	24	23	4	-	-	-	4	4	-	-	-
4	30	21	26	-	1	-	3	3	3	-	-	-
5	28	31	31	-	-	-	3	4	3	-	-	-
Other	-	-	-	-	1	-	-	-	-	-	-	-

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Regular daily attendance is a priority at the school and student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Auburn Elementary School utilizes the ARIES Attendance Program and the Attendance Clerk to follow-up on student absences. After three unexcused absences/tardies, the principal sends letters home. Students with excessive absences are referred to the School Attendance and Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
K	81	111	106
1st	96	75	82
2nd	81	103	64
3rd	86	86	93
4th	90	86	77
5th	83	93	92

## School Facilities & Safety

Skyridge Elementary School was originally constructed in 1994 and is comprised of 34 classrooms, a multipurpose room/cafeteria, library, a staff lounge, computer lab, kindergarten playground, a two-tiered playground and playing fields. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of September 2013.

The safety of students and staff is a primary concern of Skyridge Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in Spring, 2013 by the School Safety Committee and School Site Council. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

During school hours all visitors and volunteers sign in at the office and wear identification while on campus. All staff members wear picture-ID cards. Teachers and noon duty supervisors have regularly scheduled and clearly defined supervision duties on the playground and parking lots prior to the start of school, during school hours, and during dismissal. An Auburn Police Officer is available to the school, serves as a member of the Safe School Committee, and attends Site Council and PTC meetings as appropriate. Helpful neighbors and the Auburn Police keep a watchful eye on the school during and after school hours.

### Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### Instructional Time

For the 2012-13 school year, the school offered 176 days of instruction, comprised of 162 regular days and 14 minimum days, which are utilized for parent conferences, site-level professional development activities, and grade level instruction planning time. All instructional time exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	44,395
1st	50,400	52,510
2nd	50,400	52,510
3rd	50,400	52,510
4th	54,000	54,205
5th	54,000	54,205

### Parent Involvement

Parental involvement is available through the school's Parent Teacher Club, which has regular meetings and many opportunities to assist students and staff. The PTC and parent volunteers are an integral part of the school and provide support by organizing, coordinating and serving in a variety of activities: Art Docents, Recreational Reading Program (Passport to Fun), Jog-a-thon, Carnival, Field Trips, Trekkers, Drama, Life Lab, After-School Enrichment Classes, Enrichment Assemblies, Family Movie Night, Book Fairs, Variety Shows, Sock Hop, Skyridge Olympics and classroom volunteers.

### School Leadership

Leadership at Skyridge Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Beginning in the 2011-12 school year, leadership duties were assumed by Principal Jenn Lewandowski.

School Facility Conditions				
Date of Last Inspection: 09/17/2013				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)			X	Entire School Site- All HVAC units are over 20 years old. Room 18- no clock.
Interior		X		Room 11- Water stain on the ceiling and replace broken ceiling tiles. Room 13-15- Replace ceiling tile. Room 20- front office needs new blinds. Room 24- room has skylight: outside upper flashing has dry rot- needs to be replaced and painted. Room 6- Needs new ceiling tile and trip hazard. Room 21- need two new wall cabinets.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 1- Projector is not mounted in overhead: secure it to the basketball hoop. Room 5- Cat5 E cable does not work. Room 11- Need cover for electrical outlet plug. Room 18- Lights sometimes flicker. Room 20, Kitchen- PA system has a lot of static very hard to hear the front office.
Restrooms/Fountains	X			Room 16- Water pressure is low. Room 18- Water faucet leaks. Room 25- Low water pressure. Room 27- Water pressure is low requesting new faucet for art class. Room 30- Faucet needs new handle. Room 31- Fix faucet it leaks. Outside Drinking Faucet- two sets of drinking faucets need to be adjusted, they are leaking.
Safety (Fire Safety, Hazardous Materials)	X			Room 6, 8, 13- Can not hear fire bells. Room 15, 16- No fire extinguisher. Room 17- Can not get to fire extinguisher too many tables in the way: remove TV.
Structural (Structural Damage, Roofs)	X			Room 11- Check roof. Room 13- Check roof for water leaks. Room 14- Check that ceiling is not leaking.
External (Grounds, Windows, Doors, Gates, Fences)		X		Parking lot- Parking lot needs to be slurry sealed and striped. Playground- Playground needs to be slurry sealed and striped, two sets of swing sets need to be removed. Room 5- Window will not lock.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Site Council, English Language Advisory Committee (ELAC), Leadership Team, and Parent Teacher Club.

### Physical Fitness (School Year 2012-13)

In the spring of each year, Skyridge Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

#### Percentage of Students in Healthy Fitness Zone 2012-13

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.6%	23.1%	47.3%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

### California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

#### California Standards Test (CST)

Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	61	60	64	58	59	58	54	56	55
Mathematics	71	70	71	60	57	59	49	50	50
Science	74	76	68	67	74	70	57	60	59
History/Social Science	*	*	*	51	60	65	48	49	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### California Standards Test (CST)

Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	59	70	65
School	64	71	68	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	44	50	55	*
Pacific Islander	*	*	*	*
White	68	74	68	*
Males	64	72	71	*
Females	63	69	64	*
Socioeconomically Disadvantaged	49	58	53	*
English Learners	38	38	*	*
Students with Disabilities	42	54	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

### Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/Language Arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

#### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2013-14)	-	Year 3
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	25.0%

## Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

API School Results			
	2010	2011	2012
Statewide	7	7	6
Similar Schools	1	2	1
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	10	-9	15
Hispanic or Latino			
Actual API Change	-	-7	70
White			
Actual API Change	6	-5	2
Socioeconomically Disadvantaged			
Actual API Change	64	-3	40

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	307	849	1,513	826	4,655,989	790
Hispanic or Latino	52	763	351	761	2,438,951	744
White	227	864	1,035	848	1,200,127	853
Socioeconomically Disadvantaged	133	806	831	774	2,774,640	743
English Learners	34	756	271	754	1,482,316	721
Students with Disabilities	32	722	198	669	527,476	615

## Data Sources

Data within the SARC was provided by Auburn Union School District, retrieved from the 2012-13 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Library & Computer Resources

The school's library, staffed by one part-time library technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a bi-weekly basis with their classes.

All classrooms have between 1-15 computers, varying by grade level. Skyridge Elementary School also has one computer lab with 34 computers. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

## Additional Internet Access/Public Libraries

For additional research materials and internet availability, students are encouraged to visit the public libraries in Placer County, which contain numerous computer workstations. For more information on locations and hours please visit: [www.placer.ca.gov/Departments/Library.aspx](http://www.placer.ca.gov/Departments/Library.aspx).

## Instructional Materials (School Year 2013-14)

Auburn Union Elementary School District held a Public Hearing on September 18, 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information (as of October 2013) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	McGraw Hill	2013	Yes	0.0%
K-5	Science	Houghton Mifflin	2008	Yes	0.0%

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Auburn Union Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development day topics included training on Common Core, Depth of Knowledge, PLCs, RTI, literacy, SDAIE strategies, Differentiated Instruction, Language Acquisition, Renaissance Learning, and 21st Century Skills.

## Teacher Assignment

Auburn Union Elementary School District recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	25	25	26	113
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2011-12 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

## Counseling and Support Staff (School Year 2012-13)

It is the goal of Skyridge Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The table lists the support service personnel available at Skyridge Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Health Clerk	1	0.7
Library Technician	1	0.2
Nurse	1	0.2
PE Teacher	1	0.5
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	4	4.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.5

Skyridge Elementary School provides programs and services to meet students needs that are identified in the Individualized Education Plan (IEP). The Resource Specialist Program (RSP) serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive assistance in class from RSP teachers and aides or the students are pulled out for some individual help.

Skyridge Elementary School offers Gifted and Talented Education (GATE) program to those who qualify. GATE students are clustered in classrooms and receive differentiated instruction.

English language learners can be pulled out for some one-on-one or small group instruction. They also receive assistance within their regular classrooms.

### Teacher & Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2011-12		
	District	State
Beginning Teachers	\$40,401	\$41,327
Mid-Range Teachers	\$57,063	\$63,903
Highest Teachers	\$70,759	\$81,573
Elementary School Principals	\$87,000	\$103,887
Middle School Principals	\$93,430	\$107,439
High School Principals	-	\$102,399
Superintendent	\$109,710	\$155,551
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	41.0%
Administrative Salaries	5.0%	6.0%

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Skyridge Elementary School at (530) 885-7019.

### School Site Teacher Salaries (Fiscal Year 2011-12)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$63,079
District	\$60,043
Percentage of Variation	5%
School & State	
All Elementary School Districts	\$66,594
Percentage of Variation	-5.3%

### District Expenditures (Fiscal Year 2011-12)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,265
From Supplemental/Restricted Sources	\$1,180
From Basic/Unrestricted Sources	\$4,085
District	
From Basic/Unrestricted Sources	\$4,940
Percentage of Variation between School & District	-17.3%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-26.2%

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Auburn Union Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- No Child Left Behind/Title I, part A
- Lottery
- Limited English Proficient Programs
- Economic Impact Aid (EIA)
- Peer Assistance and Review (PAR)
- Student Transportation
- State Block Grants
- Instructional Materials
- Safe and Drug-Free Schools and Communities (SDFSC)

Auburn Union Elementary School District currently participates in grant opportunities with such community organizations as the Auburn Police Department and Placer County Sheriff Department (to place a full-time police officer on school campuses) and the Auburn Boys and Girls Club (to provide after school academic and recreational opportunities for students).